

Idaho Standards for Bilingual Education and **ENSL** (English as a **New-Second** Language) Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Bilingual-ESL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

~~*In addition to the standards listed here, bilingual education and ENL teachers must meet Idaho Core Teacher Standards.*~~

Principle-Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the ~~evolution and existence~~ evolution, research, and current practices of bilingual and **ENSL** ~~programs~~ education.
2. The teacher knows the key linguistic structures, articulatory system, and vocabulary of the English language.
3. The teacher understands and knows how to identify differences in bilingual programs and **ENSL** approaches (Bilingual: dual language, maintenance, transitional, early and late exit, etc.; **ENSL**: sheltered English, academic support, tutorial, extended day, etc.).
4. The teacher understands the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
5. (Bilingual only) The teacher possesses the language competency and fluency in listening, speaking, reading, writing, and vocabulary in English and a second language necessary to facilitate learning in the content area(s) (Federal Requirement).
- ~~5.6. (Bilingual only)~~ (ESL only) The teacher possesses the language competency and fluency in listening, speaking, reading, writing, and vocabulary in students’ native English and/or a second languages necessary to facilitate learning in the content area(s) (Federal Requirement).

6.7.(Bilingual only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of both ~~the students' native language and English~~ English and a second language.

7.8.(ENSL only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of the English language.

Disposition

1. The teacher appreciates the importance of understanding the evolution- and existence research, and current practices of bilingual and ENSL programs education.
2. The teacher appreciates the similarities and differences between cultures as well as the contributions of various cultures.
3. (ESL only) The teacher recognizes the interconnectedness of learning ENSL with all content areas.

Performance

1. The teacher demonstrates the key linguistic structures, articulatory system, and vocabulary of the English language.
- 4.2. The teacher uses knowledge of content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
- 2.3. The teacher demonstrates an understanding of the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
- 3.4.(Bilingual only) The teacher designs and implements activities that promote cultural exploration, listening, speaking, reading, and writing skills in both languages.
5. (Bilingual only) The teacher uses both English and students' native home languages during instruction and encourages facilitates students' ~~to~~ use of both languages in the learning process through listening, speaking, reading, and writing.
- 5.6.(ENSL only) The teacher designs and implements activities that promote observation, listening, speaking, reading, and writing skills in English.

Principle Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development and culture, and the role these processes play in students' educational experiences.

2. The teacher understands the advantages of biliteracy.

Disposition

1. The teacher respects linguistic and dialectical differences.
2. The teacher appreciates students' growth in both their primary and ~~new language(s)~~ new language.
3. The teacher appreciates the important role of a first language and how it interacts with and influences the process of learning a new language.
4. The teacher values biliteracy.

Performance

1. The teacher plans and delivers instruction using knowledge of the impact of language and culture on human development.
2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
3. The teacher ~~encourages-facilitates~~ students' ~~to~~-use of their first-primary language as a resource to promote academic learning.
4. The teacher uses strategies and approaches that promote biliteracy; and ~~ultimately,~~ English language acquisition.

Principle Standard 3: ~~Adapting-Modifying~~ Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

- ~~1. The teacher understands that a student's primary culture plays a crucial role in adaptation and acculturation.~~
- ~~2. The teacher understands how culture influences student cognition.~~
- ~~3. The teacher understands stages of cultural adaptation and motivation to learn a new language.~~
- 4.1. The teacher ~~knows how to apply~~ understands the ~~dynamics-nuances~~ of culture in structuring ~~successful~~ academic experiences.
- 5.2. The teacher understands the distinction between issues of learning disabilities and English language development.

Disposition

1. The teacher respects the value of diverse cultures to language learning.
2. The teacher is committed to learning about students' native countries, languages, and cultures.

Performance

~~1. The teacher fosters an environment that promotes an appreciation of cultures.~~

2.1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

~~3. The teacher uses knowledge of cultural adaptation to plan and implement appropriate learning activities.~~

~~4. The teacher designs student activities that promote student interaction within authentic contexts.~~

5.2. The teacher distinguishes between issues of learning disabilities and English language development.

Principle-Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to ~~adapt~~ modify lessons, textbooks, and other instructional materials, which are culturally and linguistically appropriate, to ~~meet~~ facilitate the ~~needs~~ academic growth of language learners.

Disposition

1. The teacher recognizes the need for appropriate instructional materials and methods for language learners.

Performance

1. The teacher selects, ~~adapt~~ modifies, creates, and uses ~~rich and~~ varied culturally and linguistically appropriate resources related to content areas.

Principle-Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the impact of culture on classroom management.

Performance

1. The teacher establishes a culturally appropriate climate in the classroom.

Principle-Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

Principle-Standard -7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds into instructional planning.

Principle-Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
2. The teacher ~~knows-understands~~ the various instruments-how to measure language dominance and levels of proficiency.
3. The teacher understands the relationship between levels of language proficiency and students' academic performance.

Performance

1. The teacher uses a combination of observation and other assessments to make decisions about pre-referral, referral, and placement for the purpose of accessing bilingual/ENSL programs.
2. The teacher selects and administers assessments suited to the students' culture, literacy, and communication skills, ~~and practical and academic needs.~~

Principle Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching

Principle Standard-10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

~~1. The teacher understands how diverse family units function.~~

Disposition

1. The teacher recognizes the importance of family involvement in students' ~~education~~ ~~and~~ language acquisition in both the school and community.

Performance

1. The teacher creates linkages with families and the community that ~~enhance~~ promote language ~~educational experience acquisition for all students.~~

2. The teacher assists other educators and students in understanding the importance of culture and respect for culturally and linguistically diverse students and families.

GLOSSARY OF TERMS

Articulatory System

The process by which the sounds of a language are produced.

Bilingual Education Program

An education program that uses the student's primary language to some degree to promote the acquisition of academic subject matter or literacy while the student gains English proficiency.

Biliteracy

The development of literacy skills in two languages.

Dominant Primary Language

An individual's most developed language.

Dual Language Program

A bilingual education program in which two languages are used equally.

Early Exit Program

A (K-3) transitional bilingual program.

English as a New Second Language (ENSL)

Refers to a curriculum or course designed to teach English to ~~English~~ language learners at various English language proficiency levels. ~~Term recognizes that English may be the second, or in some cases, third language.~~

Late Exit Program

A (K-12) maintenance bilingual program.

Register

Refers to the dialect or style of speaking the speaker may use in different contexts.

Sheltered English

An approach designed to teach content area concepts, adapting and modifying English language usage based on students' individual needs.